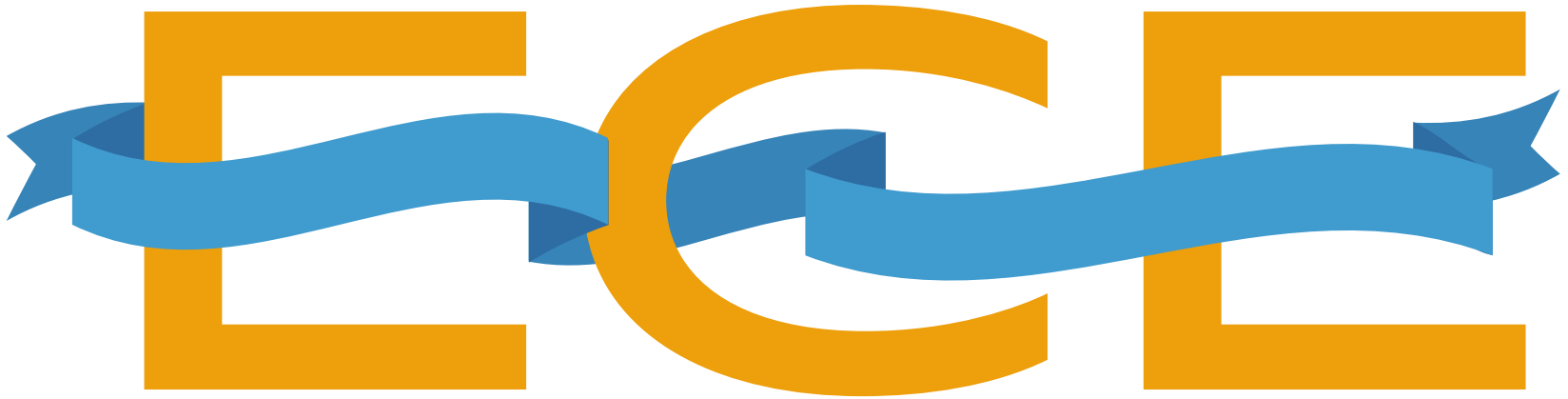


**CA ASSEMBLY BLUE RIBBON COMMISSION**



**ON EARLY CHILDHOOD EDUCATION**

**Tuesday, October 9, 2018**



# Head Start Services in California

Presented by  
*Dr. Claudia Sosa-Valderrama*  
on behalf of  
*The California Head Start Association*

# Head Start

*Federal to Local Grant:* Head Start is a direct federal-to-local agency grant that state legislators may not always have on their radar. However, Head Start serves over 100,000 of California's high-poverty, high-risk families, with a federal investment that exceeds \$1 billion. If Head Start was a school district, it would be the 6<sup>th</sup> largest district in California.

# Not Just Child Care

Head Start is:

- a poverty eradication program
- two generational approach

Head start provides:

- Education programming
- health services (immunizations, physical exams, medical and dental health screenings; nutrition screening, assessment and medically based diet accommodations;
- services for children with disabilities and mental health support.

Head Start assists parents in

- strengthening their skills as parents
- completing high school and postsecondary training
- providing life skills for family stability and success.

Head Start measures outcomes in family engagement, school readiness and health using local assessment designs to meet Head Start Program Performance Standards.

# One Program – Many Structures

There are 157 CA grantees with nearly 2,000 sites operated by different kinds of agencies.

Collaboration— 60% of Head Start grantees also have State Preschool Contracts.

COUNT	TYPE	%	SITES
66	Private Non-Profit	42%	800+
55	Local Education Agencies	35%	600+
16	Community Action Programs	10%	400+
13	Tribal Government	8%	20+
7	Other Government Agencies	4%	100+
157	Grantees		1,900+
100+	State Preschool Contracts	66%	

# Head Start Enrollment by Organization Type

Enrollment by Program Type	Actual Total Enrollment – HS & EHS*	Total HS Actual Enrollment*	Total EHS Actual Enrollment*
Community Action Agency (CAA)	22,174	16,870	5304
Government Agency (Non-CAA)	7099	5346	1753
Private/Public Non-Profit (Non-CAA)	58,173	40,127	17,746
School System	36,942	31180	5762
Tribal Government or Consortium	721	796	225
	<b>125,109</b>	<b>94,319</b>	<b>30,790</b>
* Actual enrollment is a cumulative total that includes turnover throughout the year			

# Current Challenges

*Poverty persists:* nearly 1 in 6 Californians live in poverty

*Service gaps persist:* only reaching 4% of eligible children.

*Complexity persists:* alignment is needed.

*Staff recruitment and retention difficulties persist:* Higher standards are outpacing funding for salaries

*Uncoordinated Growth in ECE Services Persists:* The 3- and 4-year-olds served has decreased by over 13,000 and the enrollment for 0-2 has increased by 10,000 (2015-17)

# Recommendations

- ❖ **Protect and invest in Head Start funding.** Support federal funding requests from the field and consider matching a portion a Head Start funding.
- ❖ **Give Head Start a seat at the table.** Ensure Head Start is involved in ECE budget and policy initiatives so that the larger ECE community is fully informed how those efforts impact Head Start's capacity to serve California poorest children.
- ❖ **Help simplify ECE regulations.** 66% of Head Start agencies also have State Preschool contracts. Different funding streams often carry conflicting regulations. Align state regulations with Head Start requirements to simply administrative challenges.



# Recommendations

- ❖ **Support Head Start home visiting funding.** Encourage the California Department of Health and Human Services to allow Head Start agencies to receive MIECHV funding to support home visiting.
- ❖ **Empower parents to make informed choices.** Require all ECE providers to share equal information about all program options available to interested and eligible families within a service area. Parents will be best prepared to make informed choices that best meet the needs of their children.
- ❖ **Provide grants for Head Start facility needs.** Include Head Start in opportunities for one-time grants for building or renovating early childhood facilities.

# Model of Collaboration

Through the Vision and Collaboration of Educational Leaders, Local Governments, the Business Sector, and Private donors- the Educare Los Angeles at Long Beach has found the formula for addressing many of these challenges...

Collaboration, sharing responsibility, willingness to think outside the box, and a passion to make a difference for the most vulnerable children and families.

# Dual Language Learners

Presentation to the CA Assembly's Blue Ribbon  
Commission on Early Childhood Education

October 9, 2018  
Long Beach, CA

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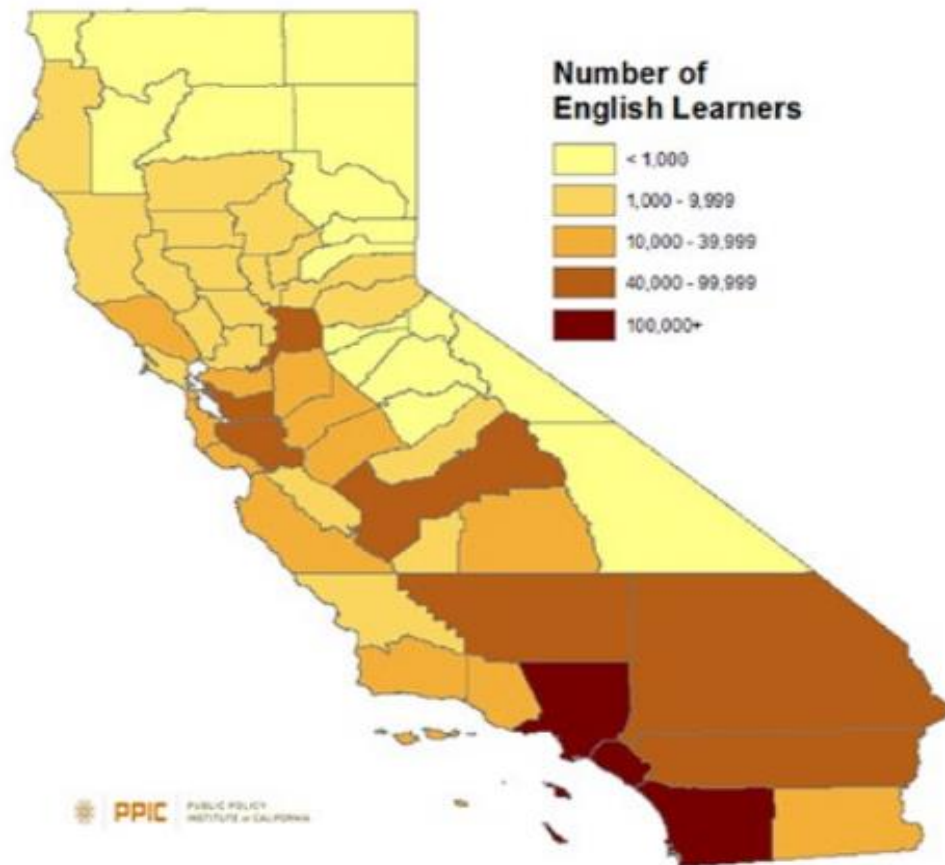
# English Language Learners or Dual Language Learners? Why are there two terms?



# Terminology

- \* **English Language Learner** is typically a child in K-12 whose home language is not English and is learning English as a second language
  - \* **Dual Language Learner** is a child learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language.
- OHS (2008). Dual Language Learning: What does it take?

# Where are ELLs/DLLs Located Across the the State?





# CA and LAUSD EL/DLL population

## California

- \* 1.3 million ELs enrolled in public schools
- \* 71.5% of CA's ELs are in elementary schools
- \* 60% of children birth through age five are DLLs

## LACOE

- \* 24% of total school population or 305,310 (per 17/18 data)
- \* 58% of total Head Start population of 13,155 (per 16/17 data)

## LAUSD

- \* 50% of the over 14,000 children LAUSD's Early Education Centers & State Preschool programs are DLL students
- \* 161,484 (25%) of LAUSD students are ELs

# Why Focus on DLLs?

- \* DLLs constitute the majority of California's and LA County's young child population
- \* There is a school readiness gap that can be addressed with high quality early childhood educational programs.
- \* Passage of Proposition 58, the LEARN Initiative; CDE's English Learner Roadmap; Global California, 2030
- \* Bilingualism is an asset. ELLs/DLLs have the potential to make valuable contributions to the state's multicultural identity, and its economy.



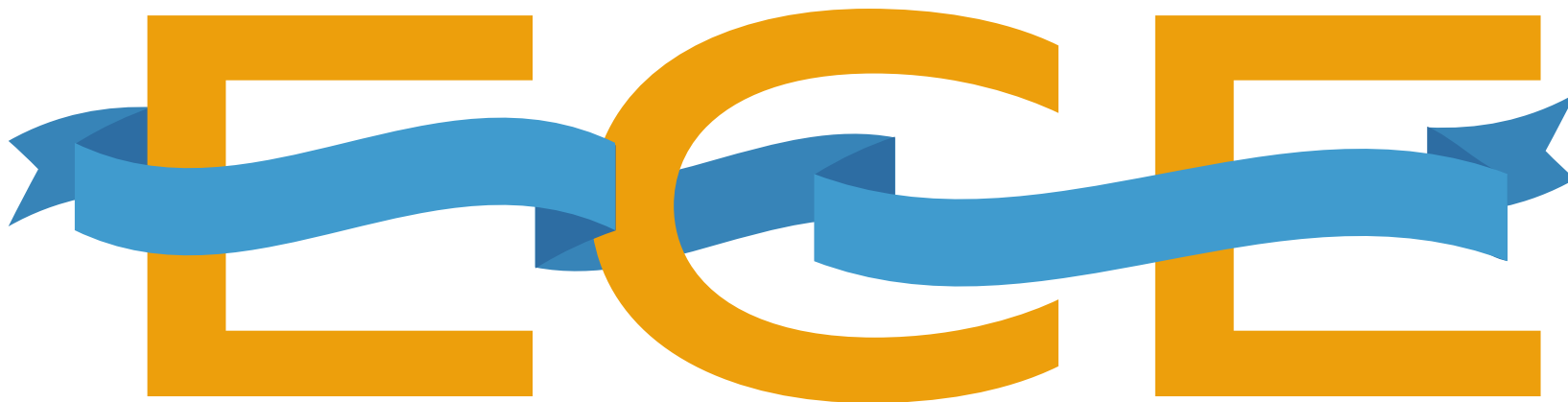
# Potential Policy Changes and Current Investments that Merit Attention

- \* Child Development Permit Revision- Teacher Performance Expectations
- \* First Five California's DLL Pilot – 20 million
- \* California Department of Education – Professional Development for Early Educators – 5 million

# Their Destiny is our Future



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